DOCUMENT RESUME

ED 288 976 CE 047 990

AUTHOR	Lankard, Bettina A.
TITLE	Interview for Jobs. Work Skills: Job Search Skills Competency 4.0. Connections. School and Work Transitions.
INSTITUTION	Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE	87
GRANT	G008620030
NOTE	50p.; For related documents, see ED 263 383 and CE 047 979-998.
AVAILABLE FROM	National Center Publications, Box SP, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. SP100CB05--$15.00; complete Connections set, SP100PR--$350.00).
PUB TYPE	Guides - Classroom Use - Materials (For Learner) (051)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Career Choice; Career Education; Competency Based Education; Educationally Disadvantaged; Education Work Relationship; *Employment Interviews; *Employment Potential; Employment Practices; *Employment Qualifications; *Job Applicants; Job Application; *Job Search Methods; *Job Skills; Learning Activities; Learning Modules; Secondary Education

ABSTRACT

This learning module is one of a series that teaches the competencies of "Job Search Skills," part of the "Work Skills" package--a set of competency-based instructional materials written for low-level readers that prepares students with specific job search and job keeping skills. ("Work Skills" is part of the "Connections" package, which represents a synthesis of significant work on eduation and employment and presents a coordinated set of resources to assist school administrators, counselors, teachers, and employers in helping students in their school and work transitions.) This competency booklet covers three tasks needed to interview for jobs: preparing for the interview, handling the interview, and following up on the interview. Each task is coordinated with operational units, a performance objective, and a step-by-step procedure for performing the task, as well as suggestions for evaluation. Each operational unit contains some or all of the following: a competency statement, a task statement, a unit title, a performance objective, steps entailed in completing the performance objective, and one or more information sheets. (KC)

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Work Skills

Job Search Skills
Competency 4

Interview for Jobs

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Connections
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THE NATIONAL CENTER
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THE OHIO STATE UNIVERSITY

Connections
School and Work Transitions

Work Skills

Competency 4.0
Interview for Jobs

A Module in the Job Search Skills Series

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1987

The work presented herein was originally developed by the National Center for Research in Vocational Education pursuant to a grant with the U.S. Department of Labor. Current revisions have been made possible pursuant to a grant with the Office of Vocational and Adult Education (OVAE), U.S. Department of Education. Grantees undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official U.S. Department of Education position or policy.

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Introduction

The Job Search Skills training program is designed to prepare you for each phase of the job search—from the employer contact . . . to the application . . . to the interview . . . to the job.

How Does Job Search Skills Prepare You for the Job Search?

Job Search Skills tells you the exact skills you need to conduct a job search. And it gives you ways to learn, practice, and apply the skills. It also gives you a way to document or prove that you have mastered the skills.

What Is So Special about the Job Search Skills Program?

The Job Search Skills training program follows a special course of instruction. It is called individualized competency-based instruction.

Individualized Competency-Based Instruction

That is a long title!

- *Individualized* means it is designed for you and your needs.
- *Competency-based instruction* means the instruction is based on competencies or sets of skills.

Individualized competency-based instruction is special. It allows you to work on skills you need.

For example, do you have a properly prepared resume? Yes? Then you do not have to develop this competency. You already have it. You can spend your time on competencies you need. Do you need to spend more time on learning to complete an application? Then do it. You can match this program to meet your needs.

There is another advantage to an individualized program. It allows you to proceed at your own pace. You may find that some skills are easy for you. They will require little time to develop. Other skills may be especially difficult. Developing those skills will require more time. You can determine the time you spend on each skill. You can set the pace.

But, don't allow yourself to become lazy! The earlier that you can become competent in these skills, the sooner you can go out and get a job.

What Are the Competencies Necessary For Job Search?

Employers, placement officers, guidance counselors, and personnel directors have helped to identify five major job search competencies. These are:

1.0 Prepare for the Job Search
2.0 Search for Available Jobs
3.0 Apply for Jobs
4.0 Interview for Jobs
5.0 Handle Job Offers

How Is This Individualized Program Built around These Competencies?

Instructions for developing each of these five job search competencies are in five separate modules. This module contains instructions for Competency 4.0: Interview for Jobs. Look at the outline that follows. Find the competency statement. It is listed by whole number. Example:

4.0: Interview for Jobs

4.0: Interview for Jobs

- 4.01: Prepare for the Interview
  - 4.01A. Make the Appointment
  - 4.01B. Make Arrangements to Get to the Interview
  - 4.01C. Anticipate Interview Questions
  - 4.01D. Prepare Your Physical Appearance
  - 4.01E. Take Necessary Materials
  - 4.01F. Be Punctual
- 4.02: Handle the Interview
  - 4.02A. Handle the Introduction in a Positive Way
  - 4.02B. Communicate Effectively with the Interviewer
  - 4.02C. Ask Questions about the Job and Company
  - 4.02D. Complete the Interview
- 4.03: Follow Up on the Interview
  - 4.03A. Evaluate and Improve Your Interview Techniques
  - 4.03B. Write a Thank-You Letter to the Interviewer
  - 4.03C. Place Follow-Up Telephone Calls to the Interviewer

Each competency is broken down into tasks. These tasks are *parts* of competencies. They are the tasks you must do to develop the competencies. The tasks are numbered with decimals. Example:

4.01: Prepare for the Interview
4.02: Handle the Interview

Each task is broken down into operational units. Operational units are units of work. They are *parts* of tasks. The operational unit to each task is designated by letter. Example:

4.01A: Make the Appointment
4.01B: Make Arrangements to Get to the Interview

Read through the outline. Get to know the content areas.

How Should You Begin?

First, learn how the module is organized. Turn to the first operational unit. Each operational unit is titled in this way.

Competency 4.0: Interview for Jobs

Task 4.01: Prepare for the Interview

Operational Unit 4.01A: **Make the Appointment**

Next is the performance objective. This objective is a statement. It describes three things:

- The conditions under which you begin your performance:

  Given an interview

- The job-related performance expected of you:

  you will be able to identify the name of the interviewer and the date, time, and location of the interview

- The standards of performance:

  to the satisfaction of the instructor

Next are the steps you must follow to do the unit of work. Example:

Step 1. Find out the name of the interviewer.

Following are the procedures you must follow to do the steps. Example:

a. Write the name on a sheet of paper.
b. Repeat the spelling. Make sure you spell the name correctly.

Read the information. Follow the instructions. All information sheets are in the module. Your instructor has copies of the worksheets. Be sure to fill out your worksheets neatly and completely. You will refer to them throughout the program.

After you complete all the procedures and steps in a unit, **stop**. Decide how you are doing. Seek help from your instructor if necessary.

Next, rate yourself on the evaluation checklist. Your instructor has copies of the evaluation checklists. Then, show your worksheet and checklist to the instructor. Your instructor will check your work and rate you on the checklist.

This checklist is a helpful tool. It will tell you the sets of skills you have. It will tell your instructor—and prospective employer—the skills you have.

Now, before you begin this module, talk with your counselor. Talk with your instructor. Review your experiences. Are there some competencies you can show now? For example, do you have a properly prepared resume?

Read the evaluation checklists on the operational units. Can you perform the steps? If so, see your instructor. Ask him or her to evaluate you. Then, find out which module to begin. Seek your instructor's advice.

Now, begin to work on a competency you need.

Good luck! Enjoy the Job Search Skills training program. Then get a job!

Task 4.01
Prepare for the Interview

Competency 4.0:	Interview for Jobs
Task 4.01:	Prepare for the Interview
Operational Unit 4.01A:	**Make the Appointment**
Performance Objective:	Given an interview, you will be able to identify the name of the interviewer and the date, time, and location of the interview to the satisfaction of the instructor.

Step 1. Find out the name of the interviewer.

a. Write the name on a sheet of paper.
b. Repeat the spelling. Make sure you spell the name correctly.

Step 2. Find out the date and time of the interview.

a. Record the date and time on your sheet of paper.
b. Repeat them. Make sure you record them correctly.

Step 3. Find out the location of the interview.

a. Write the address and the phone number.
b. Write the name of the building. Example:
   Halman Building
c. Write the room number.
d. Repeat these names and numbers. Make sure you record them correctly.

Step 4. Find out where to park.

a. Write the directions to the parking area.
b. Find out if you must pay to park. Sometimes the company stamps the parking ticket. Then you don't have to pay.
c. Find out which bus or transit serves this building.

Now . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? Then, take your sheet of paper to the instructor. Your instructor will check your facts and rate you on the evaluation checklist.

After each interview, rate yourself. Check if you followed the steps listed on the evaluation checklist.

A summary checklist for the interview is found on Worksheet 4.03A. Use this form to rate your entire interview experience.

Competency 4.0: Interview for Jobs

Task 4.01: Prepare for the Interview

Operational Unit 4.01B: Make Arrangements to Get to the Interview

Performance Objective: Given a time to report to the interview, you will be able to make arrangements for children and transportation and identify the time you must leave for the interview to the satisfaction of the instructor.

Step 1. Make arrangements for children or other people who depend upon your care.

a. Find a responsible person or agency to care for children, elderly parents, and so forth.
b. Set a time and place for the care to begin.

Step 2. Make arrangements for transportation.

a. Find one type of transportation you can use (for example car, bus, train). Record it on Worksheet 4.01B.
b. Find another type of transportation you might use. Sometimes the first choice is not possible. For example, your car may not start. Record the second type of available transportation on Worksheet 4.01B.
c. Get any facts or items you need. For example, get a bus schedule, facts about where the bus stops, or a train schedule.
d. If you share a car with other people, find out if you can use it on the day of the interview.

Step 3. Determine the amount of time you need to travel by car.

a. Record the time of your interview on Worksheet 4.01B. See the list you made in Operational Unit 4.01A.
b. Find out the amount of time it takes to get to the interview location. Add the time it takes to park. Add ten extra minutes so you can arrive early. Record these facts on Worksheet 4.01B.
c. Add time for unexpected delays such as snow or traffic. Record this time on the worksheet.
d. Add time if you must drive to a child care site. Record this time on the worksheet.
e. Find the total time. Add the numbers you wrote on Worksheet 4.01B.

Step 4. Find your departure time when you travel by car.

a. Subtract your total travel time from the interview time.
b. Write this time under *Departure* on the worksheet. This is the time you must leave for the interview if you travel by car.

Step 5. Determine the time you need to travel by bus or train.

a. Look at the amount of time you need for transportation. Look at Worksheet 4.01B again.
b. Find out which bus or train will get you to the interview on time. Allow ten extra minutes so you can arrive early. Check the bus or train schedules. Record this time on Worksheet 4.01B under *Schedule*.
c. Allow extra time if you must walk or drive to a bus or train stop. Record under *Extra Time*.

Step 6. Record your departure time when you travel by bus or train.

a. Subtract *extra time* from *schedule* time.

b. Write this time on your worksheet under *Departure*. It is the time you must leave for the interview when you travel by bus or train.

Now . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? Then, take your worksheet to the instructor. Your instructor will check your calculations. Then he or she will rate you on the evaluation checklist . . . and advise you, if necessary.

After each interview, rate yourself. Check if you followed the steps listed on the evaluation checklist.

A summary checklist for the interview is found on Worksheet 4.03A. Use this form to rate your entire interview experience.

Competency 4.0: Interview for Jobs

Task 4.01: Prepare for the Interview

Operational Unit 4.01C: Anticipate Interview Questions

Performance Objective: Given a set of questions that could be asked in an interview, you will respond to each question to the satisfaction of the instructor.

Step 1. Study the questions you may be asked in an interview. Read Part A of Information Sheet 4.01C.

Step 2. Find out some ways to respond to the questions. Read Part B of Information Sheet 4.01C.

Step 3. Write your response to each question.

a. Read each question and explanation. Read Worksheet 4.01C.
b. Think of what you will say. Say it concisely. Don't give lengthy answers.
c. Write your responses on Worksheet 4.01C.

Now . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? Then, take your worksheet to the instructor. Your instructor will read it. He or she will rate you on the evaluation checklist . . . and advise you, if necessary.

After each interview, rate yourself. Check if you followed the steps listed on the evaluation checklist.

A summary checklist for the interview is found on Worksheet 4.03A. Use this form to rate your entire interview experience.

Information Sheet 4.01C

Part A

1. What can you tell me about yourself?
2. Why do you want this job? What are your career plans? What are your goals?
3. What do you know about this company? Why do you want to work for this company?
4. Why should we hire you? What have you learned in past jobs?
5. What is your greatest strength? weakness?
6. What jobs have you had? What is your past work experience?
7. What is your training and education?
8. What are your hobbies?
9. Do you plan to return to school?
10. Why did you leave your last job?
11. Why do you show gaps in your employment?
12. Do you work well with others? How did you relate to your supervisors?
13. How do you feel about working overtime?
14. Do you have any serious injuries or illnesses?
15. Do you have any disabilities?
16. Have you ever been arrested or sent to jail?
17. What salary do you expect?

Part B

1. **What can you tell me about yourself?**

   This question is asked to find out about your skills. It is the perfect time for you to *sell* yourself. Tell about your interests, abilities, skills, education, and experiences. Explain how you will be a benefit to the company. Review your typed message. (Review Worksheet 2.03A.) Review your typed resume. (See Operational Unit 1.03C)

2. **Why do you want this job?**

   Explain what you hope to do *in this company* and *in this job*. Explain how you hope to use your interests, abilities, skills, education, and experiences. Explain other goals. Do you hope to become a supervisor? Do you hope to learn new skills and techniques?

3. **Why do you want to work for this company?**

   Think about the facts you learned about the company. Look at your job leads list. (See Worksheet 2.01B.) Read the facts you have about the company. Or

go to the library. Find more facts in the newspaper files. Get company pamphlets, brochures, reports, etc. Get or read them when you apply for the job. Talk with company employees that you know.

State some good points about the company. Tell where you learned your facts.

4. Why should we hire you?

Relate this answer to answers from questions 1 and 2. Tell about any records of your skills. Show the interviewer a record of your competencies if you have one. (See Information Sheet 1.03B.) Tell what you have learned through your experiences. Tell some of your work maturity skills. Give examples to show you are the following:

- Dependable
- Diligent
- Willing to learn
- Honest
- Reliable
- Thorough
- Enthusiastic
- Loyal
- Cooperative
- Considerate of others
- Respectful
- Responsible

5. What is your greatest strength?

Mention a skill you have that is needed in the job. State how this skill will help you to do a good job.

What is your greatest weakness?

This question asks you to mention a *current* weakness. Remember to be positive. Present a weakness as a good point. For example, say:

> *My weakness is that I'm too diligent. Sometimes I must work overtime to make sure a job is done the right way.*

This statement shows: You care about your work. You have high standards. And you are willing to work overtime to see that a job is done well. (It is another way of saying you sometimes fall behind schedule.)

6. What jobs have you had?

Refer to your resume. Describe the knowledge and skills you acquired in each job.

7. **What are your training and education?**

   Refer to your resume. State your training and education. Explain how they have prepared you for the job.

8. **What are your hobbies?**

   Mention several of your hobbies. Explain that they are just some of the ways you spend your free time. Mention your volunteer activities. Mention any community activities. Mention educational activities, such as book groups or continuing education courses.

9. **Do you plan to return to school?**

   Answer this question *only* as it relates to the job for which you are interviewing. Do you think you may want to take evening courses to upgrade your skills? Say so. Would you consider taking a training program? Say so. Let the interviewer know you want to do the best job possible for this company. Let him or her know you are willing to work to improve your knowledge and skills.

10. **Why did you leave your last job?**

    If you left to continue your education, say so. If you left to become self-employed, say so. But if you left because of problems on the job, explain.

    Explain why you were not suited for the job. Explain what you learned from the experience. Give names of other jobs and employers that were good experiences for you. Suggest the interviewer call them for references.

11. **Why do you show gaps in your employment?**

    Explain planned gaps. For example, "I returned to school full time." "I became self-employed." "I was pregnant." Explain other gaps by saying: "I was exploring various occupations. I was unsure of my career path. Now I know the type of job to which I am best suited. I am looking forward to pursuing that work."

12. **Do you work well with others? How did you relate to your supervisors?**

    Again, describe some of your work maturity skills. Give examples.

13. **How do you feel about working overtime?**

    State your enthusiasm about the job. Show willingness to work overtime when necessary. If you will need advance notice to work overtime, say so. Explain why. For example, explain that you may hope to ride in a car pool.

14. Do you have any serious illnesses?

Mention the illness. Mention any limitations you will have. For example:

Illness: rheumatic fever

Limitation: "I can't lift anything that weighs over 40 lbs."

Mention why you feel the limitation will not affect the way you do the job.

Mention how the illness has not affected other work you have done:

I don't expect this to be a problem. Secretaries are rarely asked to do heavy lifting. If I am, I'm sure I can trade tasks with another worker. Maybe I could go to the mail room if another person could lift a box for me.

Or explain steps you have taken to adapt to the illness or injury:

Injury: slipped disc

I used to be a stock clerk. After my back trouble, I had to prepare for another type of work. That is why I studied and trained to become a bookkeeper. There is little heavy lifting required of bookkeepers.

15. Do you have any disabilities?

Be honest about obvious disabilities. Mention them. Give examples of how they have not affected your work. Explain why you expect to perform well in this job.

16. Have you ever been arrested or sent to jail?

Be honest about these facts. They are easy to trace. However, always be positive. Point out the lesson you have learned through these happenings. Explain your goal to begin a new pattern of life. Explain how this job is one step toward that goal.

17. What salary do you expect?

Mention your knowledge of the general salary range for this job. Explain that you expect a reasonable salary. But explain that opportunities for promotion and raises are equally important to you.

Competency 4:0: Interview for Jobs

Task 4.01: Prepare for the Interview

Operational Unit 4.01D: Prepare Your Physical Appearance

Performance Objective: Given a job interview, you will be able to present a positive appearance to the satisfaction of the instructor.

Step 1. Be clean and well groomed.

a. Shower and shave.
b. Use deodorant.
c. Trim your fingernails. Trim your toenails if wearing open-toed shoes.
d. Wash, comb, and style your hair.
e. Use a limited amount of makeup.
f. Use perfume or after-shave lotion sparingly.
g. Brush your teeth.

Step 2. Be well rested.

a. Get an adequate amount of sleep the night before the interview.
b. Allow plenty of time to get ready. Don't appear rushed or harried.

Step 3. Appear in good health.

a. Eat breakfast.
b. Avoid alcoholic beverages.
c. Avoid other drugs.

Step 4. Wear proper clothing.

a. Make sure clothes are clean and well pressed.
b. Wear clothes of the correct size.
c. Choose clothes of the correct style and length.

- Don't wear jeans.
- Don't wear clothes that are too short, too long, too tight, or too revealing.

d. Wear appropriate clothing.
   - Wear conservative clothes.
   - Don't wear loud, flashy, or evening clothes.

Now . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you can present a positive appearance? Then, see the instructor. Dress for an interview tomorrow. Ask your instructor to check your appearance and rate you on the evaluation checklist.

After each interview, rate yourself. Check if you followed the steps listed on the evaluation checklist.

A summary checklist for the interview is found on Worksheet 4.03A. Use this form to rate your entire interview experience.

Competency 4.0: Interview for Jobs

Task 4.01: Prepare for the Interview

Operational Unit 4.01E: Take Necessary Materials

Performance Objective: Given a job interview, you will be able to bring a resume and sample of your work to the interview 100% of the time.

Step 1. Take a copy of your one- or two-page resume. (See Operational Unit 1.03C.)

Step 2. Take a copy of your prepared message. (See Worksheet 2.03A.)

Step 3. Take a record of your competencies. (See Information Sheet 1.03B.)

Step 4. Take samples of your work if possible.

a. Gather samples of your work. For example, if you are a typist, gather samples of things you have typed. Choose a variety of typed materials. Check to make sure they reflect your best effort.
b. Carry the materials in a neat folder or carrying case.

Now . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? Then, take your materials to the instructor. Your instructor will check them and rate you on the evaluation checklist.

After each interview, rate yourself. Check if you followed the steps listed on the evaluation checklist.

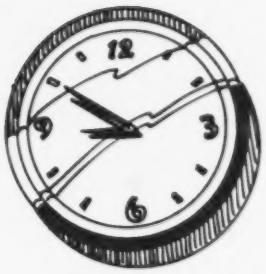
A summary checklist for the interview is found on Worksheet 4.03A. Use this form to rate your entire interview experience.

Competency 4.0: Interview for Jobs

Task 4.01: Prepare for the Interview

Operational Unit 4.01F: Be Punctual

Performance Objective: Given a time to report to an interview, you will be able to arrive alone and at least ten minutes early or else call to reschedule the appointment 100% of the time.



Step 1. Leave for the interview alone and at the scheduled departure time.

a. Find the time you wrote on Worksheet 4.01B. This is the time you must leave for the interview.
b. Go to the interview alone. Do not take friends or relatives with you.

Step 2. Arrive at least ten minutes early.

a. Go to the restroom. Check your appearance.
b. Walk into the office. Look relaxed and confident. The secretary can observe you.
c. Assume good posture. Sit in chair with feet on floor.
d. Review your notes. Read your notes about the company. Read how you plan to respond to questions. Read your prepared message.
e. Read any pamphlets, brochures, or reports about the company. Sometimes these are placed in the waiting room.

Step 3. Call the interviewer if you are delayed or ill.

a. Telephone the interviewer if you think you will be late. Or call if you cannot keep the appointment.
b. Explain the problem.
c. Arrange for another interview time if possible.

d. Avoid being late in the future. Plan ahead so it will not happen again. Interviewers think less of applicants who are not punctual.

Now . . .

Practice the steps above. Work with one or two other students. Pretend your classroom is where the interview is held. Role play each of the steps above. Help each other to improve your manner and techniques. Work together until you feel confident about getting to the interview at least ten minutes early.

Then . . .

Think about this unit. Are you in doubt about any part of it? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? Then, see your instructor. Your instructor will observe you in another setting. He or she will rate you on the evaluation checklist . . . and advise you, if necessary.

After each interview, rate yourself. Check if you followed the steps listed on the evaluation checklist.

A summary checklist for the interview is found on Worksheet 4.03A. Use this form to rate your entire interview experience.

Task 4.02
Handle the Interview

Competency 4.0:	Interview for Jobs
Task 4.02:	Handle the Interview
Operational Unit 4.02A:	**Handle the Introduction in a Positive Way**
Performance Objective:	Given an interview, you will be able to handle the introduction in a positive way to the satisfaction of the instructor.

Step 1. Greet the interviewer.

a. Stand erect. Appear confident.
b. Look at the interviewer and smile.
c. Shake hands with a firm grip.
d. Greet the interviewer by name. Use his or her full name. Use Mr. and Mrs. or Ms:
Hello, Mrs. Sloan.

Step 2. Complete the introductions.

a. Introduce yourself. Use your full name. Do not use a nickname:
Hello, Mrs. Sloan. I'm Doris Johnson.
b. Explain why you are there:
Hello, Mrs. Sloan. I'm Doris Johnson. I'm here to interview for the job of executive secretary.
c. Speak clearly. Show interest and enthusiasm in your voice and manner.
d. Be self-assured and confident. Remember, you have a lot to offer the company. They want very much to find good, qualified workers. They are interested in *you*.
e. Be pleasant and respectful. Your manner shows the interviewer the kind of worker you will be.

Step 3. Enter the office.

a. Wait a few minutes for the interviewer to ask you to be seated.
b. Ask to be seated if the interviewer does not suggest it:
   May I have a seat?
   Then say: *Thank you.*
c. Maintain good posture. Keep your feet on the floor, your hands in your lap. Don't smoke. Don't chew gum. Don't put personal items (like a purse) on the interviewer's desk.

Now . . .

Practice the steps above. Work with one or two other students. Role play the interviewer. Role play the applicant. Offer advice to each other. Help each other improve your interview techniques. Work together until you feel confident about handling introductions.

Then . . .

Think about this unit. Are you in doubt about any part of it? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? Then, see your instructor. Your instructor will observe you in another setting. He or she will rate you on the evaluation checklist . . . and advise you, if necessary.

After each interview, rate yourself. Check if you followed the steps on the evaluation checklist.

A summary checklist for the interview is found on Worksheet 4.03A. Use this form to rate your entire interview experience.

Competency 4.0: Interview for Jobs

Task 4.02: Handle the Interview

Operational Unit 4.02B: Communicate Effectively with the Interviewer

Performance Objective: Given an interview, you will be able to communicate effectively with the interviewer to the satisfaction of the instructor.

Step 1. Follow the interviewer's lead.

a. Explain why you want the job and why you are suited for it. *Sell* yourself.
b. Answer questions truthfully and completely.

Step 2. Respond to questions.

a. Think before answering questions. Avoid saying things that you do not mean to say.
b. Be direct and honest. But do not provide unnecessary details.
c. Be positive. Do not mention negative facts. Ask questions if you do not understand what is said.

Step 3. Use good verbal skills.

a. Use proper terminology. Use job-related terms. Show your knowledge of the area:
   Carpenter: finishing nails
   wall studs
   paneling
b. Use correct grammar.
c. Use proper vocabulary. Avoid slang words and offensive words. (See Information Sheet 4.02B.)

Step 4. Use proper speaking techniques.

a. Speak courteously and with a pleasant tone of voice.
b. Speak clearly. Pronounce words carefully.
c. Vary expression in your voice. Vary the pitch and tone of your voice.

Step 5. Pay attention to the interviewer.

a. Maintain good posture. Keep your feet on the floor. Sit erect but relaxed.
b. Give full attention to the interviewer. Lean forward in your chair. Follow the interviewer as he or she moves.
c. Use expression to show interest and enthusiasm.
d. Avoid bad habits: Don't chew gum. Don't smoke. Don't bite your nails.

Now . . .

Practice the steps above. Work with one or two other students. Role play the interviewer. Role play the applicant. Offer advice to each other. Help each other improve your interview techniques. Work together until you feel confident about handling the interview.

Then . . .

Think about this unit. Are you in doubt about any part of it? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? Then, see your instructor. Your instructor will observe you in another setting. He or she will rate you on the evaluation checklist . . . and advise you, if necessary.

After each interview, rate yourself. Check if you followed the steps listed on the evaluation checklist.

A summary checklist for the interview is found on Worksheet 4.03A. Use this form to rate your entire interview experience.

Information Sheet 4.02B

Read the information below. It describes words that should not be used in an interview.

Slang Words

Slang words can be existing words. These words are used for meanings other than those stated in the dictionary. Example:

- *Tough*
- *Neat*
- *Sharp*
- *Fox*
- *Cool*
- *Crumb*

Slang words can be new words. These words are not found in the dictionary. They are not approved as words. Some examples are:

gleepy: (adjective) a person who is unattractive.
nerd: (noun) a person who is not smart or clever.

Negative or Offensive Words

Negative or offensive words are words that are unkind. They are words used to describe a person's looks, size, intelligence, color, religion, or nationality. These words can hurt another person's feelings. They are not acceptable in *any* situation:

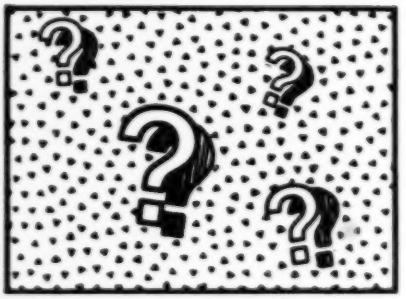
- *Stupid*
- *Skinny*
- *Ugly*
- *Mean*
- *Bookworm*
- *Slob*

Competency 4.0:	Interview for Jobs
Task 4.02:	Handle the Interview
Operational Unit 4.02C:	**Ask Questions about the Job and Company**
Performance Objective:	Given an interview, you will be able to ask questions to learn more about the job and company to the satisfaction of the instructor.

Step 1. Ask questions that relate to the job.

a. Find out the department or area of the company where you might work.
b. Find out the specific job tasks.
c. Find out the hours you would work.
d. Ask about promotional opportunities.

Step 2. Ask questions that relate to the company.



a. Ask about the volume of business the company does.
b. Ask about the types of customers it serves. Find out how the company serves them.
c. Ask the scope of company activities. Is it intrastate? Interstate? National? International?

Now . . .

Practice the steps above. Work with one or two other students. Role play the interviewer. Role play the applicant. Offer advice to each other. Help each other improve your interview techniques. Work together until you feel confident about handling the interview.

Then . . .

Think about this unit. Are you in doubt about any part of it? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? Then, see your instructor. Your instructor will observe you in another setting. He or she will rate you on the evaluation checklist . . . and advise you, if necessary.

After each interview, rate yourself. Check if you followed the steps listed on the evaluation checklist.

A summary checklist for the interview is found on Worksheet 4.03A. Use this form to rate your entire interview experience.

Competency 4.0:	Interview for Jobs
Task 4.02:	Handle the Interview
Operational Unit 4.02D:	**Complete the Interview**
Performance Objective:	Given an interview, you will be able to close the interview and arrange for follow-up to the satisfaction of the instructor.

Step 1. Sense when the interviewer wishes to close the interview.

a. Watch for the interviewer to stand.
b. Listen for the interviewer to say who will be in contact with you.

Step 2. Make arrangements to follow up.

a. Express your interest in the company.
b. Explain that you will be interviewing in other places.
c. Tell the interviewer that you will call back within the week. Explain that you will do this if you have not heard from him or her.
d. Ask what day or time would be best to call.
e. Record any facts on a sheet of paper.

Step 3. Leave your resume.

a. Give your resume to the interviewer.
b. Point out your phone number on the resume.
c. Leave a copy of your record of competencies if you have one.

Step 4. Invite the interviewer to call you at the listed number(s).

Step 5. Thank the interviewer.

a. Smile and express thanks.
b. Shake hands and leave.

Now . . .

Practice the steps above. Work with one or two other students. Role play the interviewer. Role play the applicant. Offer advice to each other. Help each other improve your interview techniques. Work together until you feel confident about handling the interview.

Then . . .

Think about this unit. Are you in doubt about any part of it? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? Then, see your instructor. Your instructor will observe you in another setting. He or she will rate you on the evaluation checklist . . . and advise you, if necessary.

After each interview, rate yourself. Check if you followed the steps listed on the evaluation checklist.

A summary checklist for the interview is found on Worksheet 4.03A. Use this form to rate your entire interview experience.

Task 4.03
Follow Up on the Interview

Competency 4.0: Interview for Jobs

Task 4.03: Follow Up on the Interview

Operational Unit 4.03A: Evaluate and Improve Your Interview Techniques

Performance Objective: Given an interview experience, you will be able to evaluate your performance and take steps to improve your interview techniques to the satisfaction of the instructor.

Step 1. Review the guidelines for interviewing. They are summarized in the checklist on Worksheet 4.03A.

Step 2. Assess your interviewing techniques in practice sessions.

a. Practice with other students.
b. Practice in a special session with employers. Your instructor will invite employers from the community to assist. They will help you practice interviewing for jobs.
c. Assess your performance. Rate yourself after each interview. Ask the employers to rate you. Use the checklist on Worksheet 4.03A.

Step 3. Take steps to improve your techniques.

a. Look at the behaviors you need to improve. (See completed checklist on Worksheet 4.03A.)
b. Identify the ways to improve in each area.
c. Try the new method at the next practice session.

Step 4. Assess your real interview experiences.

a. Read the items on the checklist immediately after each interview.

b. Rate yourself immediately.

Step 5. Continue ongoing assessment of your interview techniques.

a. Find the behaviors you need to improve. (See your completed checklist on Worksheet 4.03A.)
b. Identify the steps you can take to improve the process.
c. Follow the steps at your next interview.

Now . . .

Think about this unit. Are you in doubt about any part of it? If so, seek help from your instructor. Repeat the entire unit.

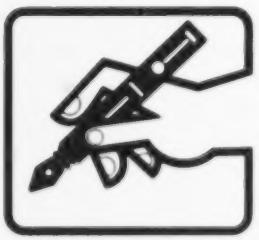
Do you feel that you have satisfactorily completed this unit? If so, complete the evaluation checklist. Then, see your instructor. He or she will rate you on the evaluation checklist and advise you, if necessary.

Competency 4.0:	Interview for Jobs
Task 4.03:	Follow Up on the Interview
Operational Unit 4.03B:	**Write a Thank-You Letter to the Interviewer**
Performance Objective:	Given an interview, you will be able to send a follow-up thank-you letter to the interviewer to the satisfaction of the instructor.

Step 1. Compose the letter.

a. Thank the interviewer for his or her time and effort.
b. Tell the interviewer of your continued interest in the job.
c. State that you hope to hear from him or her soon.

Step 2. Get the facts.



a. Write the interviewer's full name. Spell it correctly.
b. Write the address.
c. Write the correct zip code.

Step 3. Check the letter for spelling or grammatical errors.

a. Look in the dictionary. Check your spellings.
b. Look in a book on English usage. Check your use of grammar.

Step 4. Copy the letter in the correct format.

a. See the example on Information Sheet 4.03B.
b. Copy the letter in this format.

Step 5. Type the final copy of the letter.

a. Proofread the typed letter. Find and correct typing errors.
b. Address the envelope.
c. Place a stamp on the envelope and mail it.

Now . . .

Practice the steps above. Write a follow-up thank-you letter. Do this on Worksheet 4.03B.

Then . . .

Think about the unit. Are you in doubt about any part of it? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? Then, take your letter to the instructor. Your instructor will read it and will rate you on the evaluation checklist. He or she will advise you, if necessary.

After each interview, rate yourself. Check if you followed the steps listed on the evaluation checklist.

A summary checklist for the interview is found on Worksheet 4.03A. Use this form to rate your entire interview experience.

Information Sheet 4.03B

your name
number street
city state zip code

today's date

person's name
person's title
company's name
company's address

Dear Mr. or Ms. Person:

Sincerely,

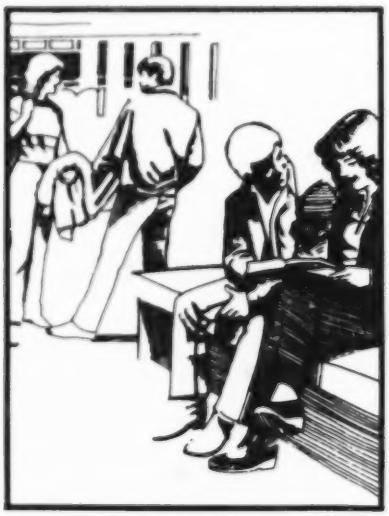
Your Name

Competency 4.0: Interview for Jobs

Task 4.03: Follow Up on the Interview

Operational Unit 4.03C: Place Follow-Up Telephone Calls to the Interviewer

Performance Objective: Given an interview, you will place the follow-up call to the satisfaction of the instructor.



Step 1. Call the interviewer at the established time.

Step 2. Identify yourself.

a. State your name.
b. State the job for which you interviewed.
c. State the date and time of your interview.

Step 3. Ask if the position is still open.

a. If so, offer to come in for another interview.
b. If not, ask if you may call again at a later date. Ask if the interviewer will keep you in mind for similar jobs. Ask if the interviewer has any other job leads to suggest.

Now . . .

Practice the steps above. Work with one or two other students. Role play the interviewer. Role play the applicant. Offer advice to each other. Help each other improve your interviewing techniques. Work together until you feel confident following up the interview with a phone call.

Then . . .

Think about the unit. Are you in doubt about any part of it? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? Then, take your evaluation checklist to the instructor. Your instructor will check your answers, rate you, and advise you if necessary.

After each interview, rate yourself. Check if you followed the steps listed on the evaluation checklist.

A summary checklist for the interview is found on Worksheet 4.03A. Use this form to rate your entire interview experience.

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- Developing educational programs and products
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For further information contact:

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1960 Kenny Road
Columbus, Ohio 43210-1090

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